COURSE OUTLINE

HIST 307 – American Thought Since 1865

Prepared By:  Patrick LaPierre

School of Business and Liberal Arts
Department of Social Science
May 2015
A. **TITLE:** American Thought Since 1865

B. **COURSE NUMBER:** HIST 307

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** Full Semester (15 Weeks)

F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week

H. **CATALOG DESCRIPTION:** This course is a survey of American ideas from the end of the Civil War to the present. The topics covered in this course include: debates over Darwinism, religious belief, scientific truth and aesthetic judgment, as well as the intellectual underpinnings for the major movements and institutions of the post-Civil War era including democracy, feminism, civil rights, anticommunism and capitalism.

I. **PRE-REQUISITES/CO-COURSES:** HIST 105 or permission of instructor

J. **GOALS (STUDENT LEARNING OUTCOMES):**

   By the end of this course, the student will be able to:

   1. Identify the disciplinary conventions of intellectual history, including how to illustrate the relationship between ideas and the era in which they were formed.
   2. Identify some of the major thinkers of the post-Civil War era and their corresponding ideas.
   3. Describe the evolution of ideas in the post-Civil War era and the ways in which intellectual movements emerged in response to earlier movements.
   4. Describe how ideas have played a concrete role in the major events/movements since 1865.

**GER 4 - AMERICAN HISTORY GOALS (STUDENT LEARNING OUTCOMES):**

Students will demonstrate:

1. Knowledge of basic narrative of American history: political, economic, social, and cultural including knowledge of unity and diversity in American society.
2. Knowledge of common institutions in American society and how they have affected different groups.
3. Understanding of America’s evolving relationship with the rest of the world.
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<th>Course Objective</th>
<th>Institutional SLO</th>
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<tr>
<td>a. Identify the disciplinary conventions of intellectual history, including how</td>
<td>1. Communication</td>
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<td>to illustrate the relationship between ideas and the era in which they were</td>
<td>3. Prof. Competence</td>
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<td>formed.</td>
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<td>b. Identify some of the major thinkers of the post-Civil War era and their</td>
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<td>c. Describe the evolution of ideas in the post-Civil War era and the ways in</td>
<td>2. Crit. Thinking</td>
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<td>which intellectual movements emerged in response to earlier movements.</td>
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<td>since 1865.</td>
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L. **REFERENCES:**
Rogers, Daniel. *Age of Fracture* (2011)

M. **EQUIPMENT:** Technology Enhanced Classroom

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:** Exams, Assignments, Class Participation and a Research Paper

P. **DETAILED COURSE OUTLINE:**

Q. **LABORATORY OUTLINE:**
Detailed Course Outline

1 – What is Intellectual History?

2 – Darwinism and Religious Belief
Readings:
- Asa Gray, Review of Darwin's On the Origin of Species
- Charles Augustus Briggs, Biblical Study
- William James, The Will to Believe
- Josiah Royce, The Problem of Job
- John Courtney Murray, We Hold These Truths

3 – Race
Readings:
- W.E.B. Du Bois, The Souls of Black Folk
- Gunnar Myrdal, An American Dilemma
- James Baldwin, Many Thousands Gone
- Martin Luther King, Jr., Letter from a Birmingham Jail
- Malcolm X, The Ballot or the Bullet
- Henry Louis Gates, Jr., The Master’s Pieces

4 – Anthropology and Culture
Readings:
- Margaret Mead, Coming of Age in Samoa

5 – Democracy and its Discontents
Readings:
- Woodrow Wilson, The Ideals of America
- Walter Lippmann, Drift and Mastery
- John Dewey, Philosophy and Democracy
- Thurman Arnold, Symbols of Government

6 – Modernity and Disenchantment
Readings:
- John Crowe Ransom, Reconstructed but Unregenerate
- Reinhold Niebuhr, The Children of Light and the Children of Darkness

7 – Psychology
Readings:
- Erik Erikson, Childhood and Society
- Nancy Chodorow, Gender, Relation, and Difference in Psychoanalytic Perspective

1 All the readings below would be short selections drawn from the authors’ larger works.
8 – Art and Culture: High and Low
Readings:
- H. L. Mencken, *Puritanism as a Literary Force*
- Clement Greenberg, *Avant-Garde and Kitsch*
- Lionel Trilling, *On the Teaching of Modern Literature*
- Susan Sontag, *Against Interpretation*

9 – Anticommunism and the End of Ideology
Readings
- Sidney Hook, *Communism without Dogmas*
- Whittaker Chambers, *Witness*
- Hannah Arendt, *Ideology and Terror*
- Daniel Bell, *The End of Ideology in the West*

10 – Radicalism
Readings
- Randolph Bourne, *Twilight of Idols*
- Herbert Marcuse, *One Dimensional Man*
- Noam Chomsky, *The Responsibility of Intellectuals*

11 – Feminism
Readings
- Elizabeth Cady Stanton, *The Solitude of Self*
- Charlotte Perkins Gilman, *Women and Economics*
- Betty Friedan, *The Feminine Mystique*

12 – Science
Readings
- Albert Einstein, *Atomic War or Peace*
- Thomas Kuhn, *The Structure of Scientific Revolutions*
- Richard Rorty, *Science as Solidarity*
- Carl Sagan, *Antiscience*

13 – Capitalism
Readings
- Thorstein Veblen, *The Theory of the Leisure Class*
- W.W. Rostow, *The Stages of Economic Growth*
- Milton Friedman, *Capitalism and Freedom*

14 – The Other
Readings
- Randolph Bourne, *Trans-National America*
- Edward Said, *Orientalism*
- Gloria Anzaldua, *Borderlands/La Frontera*
- Samuel Huntington, *The Clash of Civilizations*
Week 15 – The American “Mind”
Readings
- Allan Bloom, *The Closing of the American Mind*